

Indiana's High Objective Uniform State Standard of Evaluation or HOUSSE

As mandated by the No Child Left Behind Act of 2001

Indiana's HOUSSE

The High Objective Uniform State Standard of Evaluation or HOUSSE is a rubric that **veteran teachers, who have not otherwise met the definition of highly qualified, use** to assess their credentials, course work, professional experience and activities in order to meet the highly qualified requirements. The purpose of the HOUSSE rubric is to provide “objective coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches.” [20 USC 7801 (23)]

The HOUSSE is not an option for new teachers (e.g., teachers with less than one year of teaching experience earned while holding a valid teaching license). However, once a teacher has earned one year of teaching experience while holding a valid teaching license, that teacher is considered a veteran teacher and may use the rubric, if necessary.

Name: _____

School Corporation: _____

School: _____

Core Academic Subject Assignment: _____

Secondary school teachers list here the core academic subjects that they are assigned to teach.

Elementary school teachers simply write on this line “core academic elementary subjects.”

License Number: _____

NOTE: This document is available online at www.doe.state.in.us/hqt. Please submit questions via e-mail to hqt@doe.state.in.us.

Instructions for Veteran Elementary School Teachers:

To complete the rubric on page three, you must hold a valid Indiana elementary school education teaching license. Elementary school teachers use the rubric to **globally assess all of the core academic elementary subjects**. Elementary school teachers do not assess *individually* each core academic subject. If you earn 100 points on the rubric, you have met the highly qualified requirement.

Instructions for Veteran Junior High, Middle and Secondary School Teachers:

To complete the rubric on page three, you must hold a valid Indiana teaching license appropriate for grades 7-8 or a valid Indiana secondary education teaching license. Junior high, middle and secondary school teachers use the rubric to **assess *individually* each core academic subject they teach**. If you earn 100 points in the core academic subject assessed, then you have met the highly qualified requirement.

Core Academic Subjects:

The **core academic subjects** are defined as the following: **English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and fine arts.** [34 CFR § 200.55(c)]

To complete this rubric you will need:

1. Knowledge of the type, validity date(s), and subject area(s) shown on your license.
2. Copies of all college transcripts.
3. Professional development verification.
4. Documentation of any activities, services, awards or presentations related to the core academic subject you plan to assess.

NOTE: There is no expiration date for college credit, professional development course work, or for documented activities in the core academic subject. Also, “sample verifications” (see column five of rubric on page three) are for example purposes only.

For Junior High, Middle and Secondary School Teachers:

Below, list each core academic subject (CAS) to be assessed. Tally points for each CAS in the column titled, “Point Total for Each CAS.” Place the grand total of all points earned for each CAS in the very last row of the rubric titled, “Grand Total.” If the grand total for a CAS is equal to or greater than 100, you have met the highly qualified requirement and are highly qualified to teach that CAS.

CAS A) _____ CAS B) _____

CAS C) _____ CAS D) _____

HOUSSE RUBRIC

| Category | Options | Maximum Points | Point Value | Sample Verifications | Point Total for Each CAS | | | |
|--|--|----------------|---|---|--------------------------|---|---|---|
| | | | | | A | B | C | D |
| COLLEGE LEVEL COURSE WORK <i>Earned from an accredited college</i> | Earned Credit Hours: undergraduate or graduate course work aligned with the core academic subject (CAS). | 100 points | 1 credit hour = 3 points # of credit hours x 3 6 quarter hours = 4.5 semester hours Formula: # of quarter hours x .75 = # of semester hours x 3 points = # HOUSSE rubric points Example: 20 quarter hours x .75 = 15 semester hours x 3 points = 45 rubric points | Official transcripts. | | | | |
| COLLEGE LEVEL COURSE WORK | Masters in Elementary Education. | 100 points | | Official transcripts or copy of diploma. | | | | |
| EXPERIENCE | Years of P-12 teaching experience in the CAS. | 50 points | # of years x 5 | Master schedule copy of contract verification from school district. | | | | |

| Category | Options | Maximum Points | Point Value | Sample Verifications | Point Total for Each CAS | | | |
|---------------------------------|---|-----------------------------------|---|--|--------------------------|---|---|---|
| | | | | | A | B | C | D |
| PROFESSIONAL DEVELOPMENT | Completed the National Board Certification (NBC) and completed the assessment center activities for elementary school setting. | 100 points | 100 points | Letter from National Board for Professional Teaching Standards (NBPTS). | | | | |
| PROFESSIONAL DEVELOPMENT | Submission of portfolio and completion of assessment center activities for NBC in a CAS or elementary school setting. | 50 points for completed portfolio | 50 points for completed portfolio | Verification of submission of portfolio and completion of assessment center activities from NBPTS. | | | | |
| PROFESSIONAL DEVELOPMENT | Participation in the following, must relate to a CAS: 1) A professional conference/workshop in the CAS. 2) Officer of a professional organization in the CAS. 3) In-Service Experience Aligned with State Academic Standards (SAS) in the CAS. 4) Credit generating, online or distance education module, or workshop in the CAS. 5) Study groups, case discussions, action research in the CAS. | 45 points | 2 clock hours = 1 point # of 2-clock hour blocks x 1 | Documented form. Documentation from site visitations, PL 221 in-service. Certificate of completion from sponsor of course or workshop. | | | | |
| CURRICULUM DEVELOPMENT | Served on a local, state, or national committee that developed, selected, evaluated, or aligned school accreditation activities, or reviewed and revised content standards for a CAS. | 50 points | 2 clock hours = 1 point # of 2-clock hour blocks x 1 | Documentation from the school corporation or the local, state, or national committee. | | | | |
| CURRICULUM DEVELOPMENT | Primarily responsible for developing individualized education programs (IEPs), or individualized service plans (ISPs) in the CAS. | 5 points | 1 point per plan # of eligible plans x 1 | Documentation from school corporation's special education office, or alternative education supervisor. | | | | |

| Category | Options | Maximum Points | Point Value | Sample Verifications | Point Total for Each CAS | | | |
|-------------------------------|---|----------------|---|--|--------------------------|---|---|---|
| | | | | | A | B | C | D |
| CURRICULUM DEVELOPMENT | Developed or implemented standards based, authentic community, or business-based service learning projects in the CAS. | 5 points | 1 point per service project # of eligible service projects x 1 | Documentation from school corporation or business. | | | | |
| SERVICE | Served as an officer of a state professional organization based on Indiana's academic standards in the CAS. | 10 points | 1 point per service activity # of eligible meetings x 1 | Verification of attendance from organization. | | | | |
| SERVICE | Served as an after school, remediation, enrichment, tutoring, or homebound teacher in the CAS. | 20 points | 2 points per experience # of eligible experiences x 2 | Documentation from school corporation. | | | | |
| SERVICE | Served as a "new teacher mentor", peer coach, mentor trainer, mentor faculty trainer, portfolio scorer, cooperating teacher, school improvement team member in the CAS. | 20 points | 4 points per experience # of eligible experiences x 4 | Documentation from school corporation or college. | | | | |
| SERVICE | Served as department chair in the CAS, or special education chairperson. | 10 points | 1 point per year # of eligible services x 1 | Documentation from school corporation, or special education office. | | | | |
| SERVICE | Secured (grant must be awarded) and implemented a grant in the CAS. Served as a member of a review team for a grant application in the CAS. | 5 points | 1 point per documented grant # of eligible grants x 1 | Documentation from grant foundation. Examples: PDS grant, Discovery grant, Lilly grant, documentation. | | | | |
| SERVICE | Served as a coach of a national, state, or local student interscholastic academic competition (e.g. spell bowl, math pentathlon, band competitions) in the CAS. | 5 points | 1 point per documented service # of eligible services x 1 | Documentation from event organizers. | | | | |

| Category | Options | Maximum Points | Point Value | Sample Verifications | Point Total for Each CAS | | | |
|---------------------|---|----------------|---|---|--------------------------|---|---|---|
| | | | | | A | B | C | D |
| SCHOLARSHIP | Published article, in a textbook or a refereed (peer review) state, regional, or national journal (educational publications) in the CAS. Acted as Principal or Co-principal Investigator in educational research in the CAS. | 30 points | 3 points per article or project # of eligible articles or projects x 3 | Documentation of acceptance work submitted. Human subjects form (institutional review board form). District verification. | | | | |
| SCHOLARSHIP | Presented in the CAS at a conference. | 10 points | 1 point per presentation # of eligible presentations x 1 | Documentation of conference agenda or individual presentation agenda. | | | | |
| SCHOLARSHIP | Served as a member of a review or edit team for a scholarly peer-review publication in the CAS. | 5 points | 1 point per documented activity # of eligible activities x 1 | Documentation from publication or team members. | | | | |
| OTHER | Earned a Teacher Award/Fellowship at the local (including building level), state, or national level. | 15 points | 5 points per documented award # of eligible awards x 5 | Milken Education Award Bell Ringer Crystal Apple Golden Apple | | | | |
| GRAND TOTAL: | | | | | | | | |

If you earned 100 points on the HOUSSE, please complete the table below.
Please total points earned for each category below. For example, the first two rows of the rubric are titled, "College Level Course Work."
Please add the points earned for each row and place the total below.

| Category | Maximum Points | Total Points for each CAS | | | |
|----------------------------------|----------------|---------------------------|---|---|---|
| | | A | B | C | D |
| College Level Course Work | 100 | | | | |
| Experience | 50 | | | | |
| Professional Development | 195 | | | | |
| Service | 70 | | | | |
| Curriculum Development | 60 | | | | |
| Scholarship | 45 | | | | |
| Other: | 15 | | | | |

HOUSSE VERIFICATION STATEMENT

By signing this statement, I verify that I hold a valid Indiana teaching license and have accurately completed the HOUSSE rubric. I understand that it is not necessary for me to send copies of my college transcripts, teaching certificates, or other content activity documentation to the Indiana Department of Education, but agree to retain all documentation for my records and stand ready to supply this documentation upon request.

Sign and submit the completed HOUSSE to your local supervisor. There is no expiration of highly qualified determinations for a given teaching assignment. However, should your teaching assignment change you will need to establish whether you are highly qualified for the new or additional teaching assignment.

Signature**Date**

School Representative Signature**Date**